



# INTEGRATING ENTREPRENEURSHIP AND WORK EXPERIENCE INTO HIGHER EDUCATION

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## GREETINGS FROM WEXHE!

The WEXHE Project consortium greets the fall 2019 with a new issue of the WEXHE Journal, dedicated to showcasing the project's outputs and further exploring the work-based learning (WBL) landscape in Europe. Since our last publication in March, great progress has been made on the development of the replicable models for implementing entrepreneurship, traineeship and work placement programmes by universities and businesses – the packages are already available on the WEXHE platform!

This issue highlights the best case examples from each category, that we discovered in the WEXHE project regions. We invite you to dive into a collection of the stories that illustrate successful WBL practices through entrepreneurship initiatives, traineeships and internship programmes from across Europe.

In the first section, you can get acquainted with the initiatives related to the development of the work placements programs. Read how Frederick University on Cyprus aims to advance their maritime students' practical skills by letting them try themselves both onshore & onboard doing Maritime Studies internship. Or how Warwick students experiment applying their creativity to find a strategic

solution for a client company that faces a challenge. Learn how the University and Enterprise Foundation (FUE) intermediates between Spanish enterprises and universities organising student internships.

Our selection of the cases that focus on traineeships will take you back to sunny Cyprus, where Human Resource Development Authority (HRDA) creates "necessary prerequisites for planned and systematic training and development" of Cyprus youth. This section will also take you back on a journey around the UK, namely to ICUR program that is trying to break through "barriers" related to "commercial awareness and entrepreneurial skills amongst academic personnel, weak networking between academic and industrial communities, and cultural conventions and reward systems."

In the Entrepreneurship section, discover how students at the Centre for Medical Simulation of Medical University in Lublin learn to save people's lives using the simulation equipment. Additionally, see how entrepreneurial spirit is cultivated in the Andalusia region by the University of Cadiz, and what an exciting bootcamp is hosted by the BSEEN in the UK to provide the platform for young entrepreneurs

who are willing to lobby their ideas.

Finally, the current issue of the WEXHE Journal offers you to trace back the WEXHE project trainings and meetings that WEXHE consortium hosted to share experience, insights, findings and project results.

We trust that this edition of the journal will keep you updated about the current state-of-the-art of the WBL practices in Europe and motivate you to promote good practices in your region.

*WE WISH YOU A PLEASANT READING!*

## OUR GOAL:

The goal WEXHE aims to achieve is two-fold: to help bridge the gap between practical and theoretical learning in HE, and skills set of graduates and the skills they require in their early careers.

The WEXHE project aims to create an impact on a wide range of different stakeholder groups in the educational and business ecosystem:



### Higher Education Leadership & Staff:

HEIs will benefit from better aligning their curriculum to the demands of practice. HEI lecturers will benefit from getting access to validated work experience models, which can be adapted to their HEI environments.



### Students & Graduates:

Students will benefit from greater access to high quality work experience, and graduates to high quality internships that will support their careers.



### Industry:

Enterprises will gain guidance and quality tools designed to support their role in providing work experience for students and graduates.



### Policy Makers:

Policymakers will benefit from a better understanding how work experience can contribute to the modernisation of HE, and its contribution to employment, economic growth and social goals.



## ALL ABOARD! MARITIME STUDIES INTERNSHIP PROGRAM AT FREDERICK UNIVERSITY

*Having some practical experience in the portfolio of a freshly graduate student is a must for many hiring employers nowadays. Knowing that, many universities include various work-based learning practices into their programs, e.g. placements, apprenticeships or internships. Frederick University in Cyprus recognizes the importance of hands-on training and offers their maritime students a chance to try themselves both onshore and onboard doing Maritime Studies Internship. The internship is designed for soon-to-be*

*graduates finalizing their 3d year at Frederick University, and is paid by a hosting company.*

### WHAT ARE THE OBJECTIVES?

Like in any internship, the main objective of Maritime Studies Internship is to give students a taste of what the real work experience in maritime is. Students gain practical understanding of the procedures and sharpen the skills required in various functions of shipping companies, such as: crew

management, liner shipping operations, shipping accounting, port agency, purchasing, logistics and warehouse distribution as well as time and voyage chartering. Learning the procedures in shipping management cannot be visualized or learned via theory, thus the internship can be an opportune environment to observe professionals in action.

Additionally, the internship helps students build and work on their soft skills such as patience, endurance, working under pressure and team work. It is also believed, that the internship offers students an opportunity to show their best so they have a valuable point in their resume upon the internship completion. There is also a chance to be hired by a hosting organization.

### HOW DOES IT WORK?

The internship takes place in summer and lasts 14 weeks. First, students are placed in a shipping company ashore for two weeks, and then onboard – for approximately 12 weeks.

During the two weeks ashore, students get acquainted with the complexities of managerial duties in the shipping company offices. This includes learning about business administration, financial analysis, exploring maritime regulations and other maritime related issues. During the 12-week onboard, interns dive headful into the procedures that cannot be visualized or learned through theory in business administration.

Each intern must produce evidence of his/her learning experience by completing the Training Record Book whilst onboard. The Training Record Book is generally a reflection paper with the detailed information on the daily activities interns carried out, and what learning gains each task

brought to them. The Book is reviewed and signed by the Master, or a designated Training Officer who acts as an on-board supervisor.

Prior the start of the internship, top performing companies of the maritime industry offer internship positions by applying through the career office at Frederick University (all the main Ship Management and Ship Owning companies, like Interorient, Columbia, Bernhard Schulte, Marlow, V Ships Internship, etc.).

### WHAT ARE THE GAINS?

The gains of the Maritime Studies Internship are threefold. First, aspiring students get the chance to be exposed to real projects and master their skills. There is a strong increase in the awareness of business-oriented way of thinking that brings an added value to students' career paths. Additionally, the fact that there is a proven track record of nearly complete employment provides some young managers with a good kick-start on their way to very promising careers in international trade in shipping companies. Second, for the shipping companies, the internship is a way to spot and hire talented students who have proved themselves reliable and competent to take over a full-time contract. And third, Frederick University maintains and expands the partnership base with the maritime industry what allows it to upgrade its Maritime Studies program according to the requirements of the potential employers of their students.

This article is based on a case study originally prepared by Novatex Solutions Ltd, developed as part of the WEXHE Project.

Image credit: Mali Maeder from pexels.com



# WARWICK STUDENTS GO CREATIVE

## UNLOCKING ENTREPRENEURIAL POTENTIAL

*Creative Business Project is an optional module introduced as part of a Master program at the Centre for Culture and Media Studies of University of Warwick. The module allows students to apply their knowledge and gain experience by working directly with the staff of a creative or media organization. Though rooted in the sphere of creativity and arts, the module is primarily related to business planning, product design, marketing as well as strategy development.*

### THE STRUCTURE OF THE MODULE

Creative Business Project is a 10-week module. The work on the module is carried out in a student team that helps a 'client' company to find a strategic solution to a challenge they face. The Project has 3 parts:



### Part 1: Preparation

Preparation begins at the university and then continues at a client company. First, students are encouraged to do a detailed company background check, what will help them respond adequately to the requirements of an upcoming briefing session. Next, students learn how to develop basic skills to become reflective practitioners. Such skills are perceived as crucial for self-assessment and prepare students for group work. After visiting the 'client' company premises, meeting their staff and receiving the project briefs, students are introduced with the concept of group dynamics through a series of practical exercises. The exercises are designed in the way to let students explore an impact they can make on their team and the final outcome of the project. The prepara-

tion phase is rounded up with team tutorials when students design a strategy for the final assignment.

### Part 2: Implementation

Within the next 5 weeks, students work on their project focusing on its content and their role as a team member. They maintain close contact with their 'client' company and receive tutorial support from their university.

### Part 3: Delivery and reflection

The module is wrapped up with a presentation, delivered to the 'client' company, that accounts for 60% of the module assessment. Student teams receive feedback from the company representatives, which is later on incorporated into the

individual assignment. The final assignment is a reflection paper in which students trace back their practical learning experience and management issues to theories and concepts that had been studied before. The reflection paper constitutes the remaining 40% of the module assessment.

### THE IMPACT OF THE MODULE

The impact of the module satisfies the needs of all involved stakeholders, namely the Centre for Culture and Media Studies, their students, and participating 'client' companies.

For the Center, constant active search for the 'client' companies, that would host their students, results in a broader network of external partners. For now, these partners include BBC Worldwide, GfK NOP Media, Momentum Pictures, Warwick Arts Centre, the BBC Technology Direction team, Maverick TV, All3 Media International, and the Association of Independent Music, etc. For students, such a module adds to their CVs, but most importantly, to their confidence, competitiveness and entrepreneurial attitude – well sought after traits on a contemporary labour market. And, finally, for the 'client' companies, student recommendations serve as a kick-off point for a change to be implemented within these organisations.

This article is based on a case study originally written by Scott Revers (University of Warwick), developed as part of the WEXHE Project.

Image credit: rawpixel.com

# START PROGRAM

## LINKING UNIVERSITY STUDENTS WITH SPANISH BUSINESSES

*The University and Enterprise Foundation (FUE), that manages the internship programmes in Spain, developed the Start Programme to provide enterprises and other organisations with a service of intermediation with universities. The primary focus in their activities is placed on arranging student internships in enterprises.*

The Start Program participants get involved into a training project. A training itinerary is designed by a business tutor and validated by an academic tutor. It indicates the objectives to be accomplished and the activities to be performed during the internship, as well as general and specific competences that an intern is to acquire during his internship. The internship duration is specified in the curriculum. However, when the internships are of extracurricular nature, the they normally last around 12 months.

### TRAINING DESIGN AND DELIVERY

The goal of the Start program is for university students to apply and complement their knowledge, acquired during their studies, in business activities. Since companies notice the lack of crosscutting skills in students, the Start program fills the gap by incorporating training of these skills through workshops and coaching.

The duration of student internships, organized as part of the Start program, is determined by the university academic plan. In the case of extracurricular internships, the designated time usually revolves around 900 hours per academic year. This period can be extended by request from a hosting company and with prior authorization by a university. The HR department of a company is responsible for the internship management. On the university side, there is a department that manages and advises students in their search of internship hosts.

The FUE puts universities and companies in contact, that is to say, to sustain the demand and supply balance. In addition, it is responsible for the tasks like management, administrative processing, and internship monitoring. The FUE has signed agreements with more than 100 universities located throughout Spain, as well as the companies that would welcome interns on a regular basis.

### IMPACT OF THE EFFORTS

Since its launch, the Start programme team has managed internships for more than 19,700 students coming from more than 80 universities and centres affiliated nationally and internationally with more than 600 companies.



### ABOUT FUE

University and Enterprise Foundation was established in 1973, linked to the Chamber of Commerce and Industry of Madrid, the 17 universities with campus in Madrid and CEIM (Business Confederation of Madrid). The FUE is a private non-profit organization that designs and manages internship programs. It develops actions in the areas of professional initiation, employability, entrepreneurship, and innovation consultancy.

This article is based on a case study originally prepared by Chamber of Commerce in Spain, developed as part of the WEXHE Project.

Image credit: lifeofpix.com





*Universities on Cyprus do not have a tradition related to work-based learning, thus, the government is trying to fill in the gap by various schemes through the Human Resource Development Authority (HRDA). The scheme gives an opportunity for new graduates who have less than eight months of experience and are under 30 years old to be placed in the private sector for six months. This helps the participants gain a full understanding of the work environment, a view of the industry from within, and also gain professional knowledge of the subject. Furthermore, the trainees get the chance to brush up their hard skills by facing real-time problems that need immediate solutions, expand real work environment, and fine-tune their soft skills.*

## WORKING TOWARDS DEVELOPING THE WBL SKILLS OF CYPRUS YOUTH

### WORK AND STRUCTURE OF THE HRDA

The Human Resource Development Authority of Cyprus (HRDA) is a semi-government organisation, which commenced its operations in 1979 under the initial name of Industrial Training Authority of Cyprus. Its mission is to create necessary prerequisites for planned and systematic training and development of Cyprus human resources, at all levels and all sectors, for meeting the economy needs, within the overall national socio-economic policies. The HRDA is governed by a 13-strong Board of Governors, comprised of 5 Government, 4 Employer and 4 Trade Union representatives.

### HUMAN & FINANCIAL RESOURCES

The HRDA has put a lot of effort into making the scheme work, by dedicating an adequate number of its personnel to the scheme itself. Their performance and presence are evaluated by real-time visits made by an HRDA supervisor. Companies file a request, and in around 8 weeks period, they are granted (or not) the permission to proceed with the employment of a young graduate. Companies usually set a supervisor for new staff, and where is needed, mentorship is offered as well.

Regarding the financial side of the programme, the Cyprus Government provides under the De Minimis Fund that is responsible for the payment to the young graduates under this specific scheme. De Minimis offers the opportunity for a company to benefit 200,000 euros for a three-year period, when certain projects/actions can be implemented.

Both the business and graduates receive monetary incentives. There is a lower income set by HRDA at 950 euros/month. The company pays a trainee on a monthly basis – and claims the total cost of the placement after its successful

completion.

### WHAT ARE THE IMPACTS?

Numerous positive impacts have been recorded since the commencement of the scheme. There have been recorded lower levels of youth unemployment – Cyprus has fairly high levels of youth unemployment since the economic crisis of 2013. There have been many cases where participants get the chance to be employed by the company, and further advance in their field of interest.

Participating companies benefit from the programme by (i) improving their organization and management through appropriate staffing, (ii) allocating tasks / responsibilities to executives more efficiently to unburden their general management, (iii) reducing employment and training costs until the graduate becomes efficient through the HRDA grant, (iv) and providing a systematic training to the graduate in close cooperation with the HRDA.

This article is based on a case study originally prepared by Novatex Solutions Ltd, developed as part of the WEXHE Project.

Image credit: pexels.com

# MIDLANDS ICURE PROGRAMME TACKLING BARRIERS OF RESEARCH COMMERCIALISATION

*ICURE is a collaboration of the SETSquared Partnership, Innovate UK and the Department for Business, Energy and Industrial Strategy (BEIS), which aims to support the commercialisation of university innovation and ideas. The SETSquared pilot of the past three years has supported over 160 university teams with their projects, leading to 50 new spinouts, including six from University of Warwick.*

*ICURE aims to tackle barriers including levels of commercial awareness and entrepreneurial skills amongst academic personnel, weak networking between academic and industrial communities, and cultural conventions and reward systems, through the delivery of a programme of commercialisation support for teams of academic researchers wishing to explore the commercial potential of research originating in universities.*

## DESIGN AND DELIVERY OF THE PROGRAMME

The design of the programme contains the following components:

Application: Each cohort required project teams made up of an early career researcher that had completed their PhD, Principal Investigator, and a Technology Transfer Officer

make an online application. Places on the programme were awarded based on a scored assessment.

Phase 1: Bootcamp and pitch: This stage includes (i) Orientation and start-up training, and (ii) Three-month market validation. Validation exercise includes (i) Business mentorship (ii) Teleconference updates, and (iii) Options Roundabout presentations.

Phase 2: Business plan: Participants that were recommended to apply for 'Aid for Start Ups' were given additional financial support of up to 35k to further develop their findings into a concrete business plan. Project teams at SETSquared institutions were given an opportunity to make use of incubator facilities at a reduced cost

Phase 3: Aid for Start Ups: Projects identified as potentially scalable businesses, but needing public funding to help them move at the pace required to capture the opportunity, were recommended to apply for Aid for Start Ups funding. Thirteen grants of up to £0.5m were made available to support the development of spinouts.

The delivery of the programme includes:

1. Business Model Generation: ICURE kicks off with a 3-day

residential bootcamp for the teams (4 days for the Entrepreneurial Leads) during which they are helped in forming a hypothetical business model for the commercialisation of their research.

2. Market Validation: The next step is for the ECR Entrepreneurial Lead to spend approximately three months intensively testing the business model by having meaningful conversations with at least 100 prospective customers, regulators, suppliers, partners and competitors to validate the commercial potential of their research.



3. Options Roundabout: On completion of this first-hand market research, the team presents to a panel of experts and investors on the results of the Market Validation stage and what the ECR learned about the strengths, weaknesses and opportunities for the business model. Those teams that are assessed as having demonstrated evidence of significant market demand that could lead to a license or the creation of a spinout will proceed to the next stage.

4. Business Planning: Teams with the potential for licensing or spin-out gets up to £15k of additional funding to take part in a business planning bootcamp and then three months of

preparing a business plan they can use with investors and to apply for translational grant funding.

## IMPACTS OF THE INITIATIVE

Evidence from an Ipsos MORI study published in 2018 that analyzed the first six cohorts of ICURE highlighted the initiative is both an effective and economical instrument for accelerating the commercialisation of academic research and producing a range of wider benefits:

- 124 teams (10 cohorts) have now successfully completed the initiative with 37 companies having been created.
- Participation in the programme increased and deepened links between participating academics and industry, accelerating the commercialisation and the technology development process.
- An estimated 24 additional spin-outs were created, with an average age of one year at the time of this evaluation, raising a total of £6.9m in private equity finance.
- Spin-outs employed an average of three workers and were generating an average of £86,000 in revenues by January 2017. Spin-outs taken forward with Aid for Start Ups funding grew more rapidly, reporting an average of six FTEs employed and an average turnover of £45,000. The total present value of licensing agreements signed as a result of the programme was £8.7m.

This article is based on a case study originally prepared by University of Warwick, developed as part of the WEXHE Project.

Image credit: pexels.com





# CENTRE FOR MEDICAL SIMULATION

## HONING STUDENTS' PROFESSIONAL SKILLS FREE OF LIFE COST

*It is in the nature of medicine, that you are gonna screw up. You are gonna kill someone. If you can't handle that reality, pick another profession or finish medical school and teach.*

— Dr. Gregory House (Hugh Laurie), House MD, Season 1: Three Stories

Though harsh, a candid remark by a very-well known and revered TV series character, Dr House, reflects a frightful truth about medical profession – malpractice can cost somebody his life. To limit the errors and mistakes of future medical professionals to a possible minimum, in 2014 Medical University in Lublin launched the Centre for Medical Simulation, where, by trial and error, students practice their decision making in a low-risk environment.

### SIMULATION IN MEDICAL EDUCATION

Medical education based on simulation has revolutionized the way of teaching medicine. It allows students to make decisions in the circumstances close to a real work setting without putting their patients' lives under jeopardy. In medicine, training via simulation has become a safer alternative for traditional work-based learning practices, e.g. internships and apprenticeships, especially at the early stage of practical skills acquisition. Apart from eliminating the risks related to patients' safety, simulation has significant advantages in education per se, i.e. it speeds up the learning process, fosters team work and advances students' capabilities in addressing critical conditions. The Centre for Medical Simulation in Lublin puts a special focus on developing communication skills among their students, as, according to dismal statistics, only a small proportion of the medical mistakes result from miscommunication.

### SIMULATION PRACTICED AT THE CENTRE IN LUBLIN

How does simulation actually happen? Students assume the role of a medical doctor during a virtual meeting with a patient. The role of the patient is played by an actor, so students can observe specific behavioural patterns, e.g. his temper, mood and attitude. Also the Centre in Lublin uses a so-called 'hybrid patient', a real person hooked up to phantom equipment. In case of working with the 'hybrid patient', students interview a real patient about his medical history, but provide treatment to a phantom.

Students primarily work in groups assisted by a mentor, and pass all the stages of making a diagnosis and planning a therapeutic process. They apply theory into practice when learning about the most commonly performed clinical procedures, e.g. electrocardiography, ophthalmoscopy, otoscopic exam, digital rectal examination, urinary catheterization, medical history, preparation for surgical procedures, physical examination, medical communication as well as breaking unfortunate news. For the latter, students take a separate course on behavioural ethics in which they learn how to appropriately react to different patients' behaviour. Skills acquired in the simulation environment allow graduates to start their carriers in medical institutions with greater confidence what is an indispensable asset in medical practice.

### SIMULATION PRACTICE SUPPORT

The Centre for Simulation in Lublin and its rather costly practices are sponsored by the Ministry of Health and the Ministry of Science and Higher Education in Poland. The Centre has also received numerous EU grants for purchasing the medical equipment. To keep training programs at the Centre updated, potential

employers from stakeholder institutions participate in the University Program Board. The Program Board also provides information on how well graduates do in their professional carrier and what should be changed in the educational process of the Centre to meet the expectation of the employers.

The Centre cooperates with hospitals in Lublin and also other hospitals in the region. Centre's staff assist hospitals in solving specific medical problems, e.g. related to functioning of the rescue team or assisting hospitals in treating specific pathogens. In return, such cooperation gives the Centre an opportunity to gather information about the expected skills their students need to master.

This article is based on a case study originally written by Mieczyslaw Bak, and developed as a part of the WEXHE Project.

Image credit: pixabay.com

# ENTREPRENEURIAL SPIRIT IN ANDALUCÍA REGION

## THE CASE OF “CHAIR OF ENTREPRENEURS” AT THE UNIVERSITY OF CADIZ

*The chair of Entrepreneurs is a unit within the University of Cadiz (UCA), in the Andalucía region of Spain. The unit’s aim is to nurture the development of entrepreneurial mind-set amongst the wider university community. The entrepreneurial strategy of the unit is underpinned by three pillars – proximity, co-creation, and academic rigor – that are geared towards the creation of a fertile ground for innovation. The idea is that proximity allows co-creation and joint problem solving with businesses and the community. In clear reflection of that the unit is striving to build a wider network i.e. UCA Network of Entrepreneurs. The ultimate objective is to contribute to the reduction of the highest unemployment rate that is affecting the Cadiz province and the Andalucía region in general.*

### THE UNIT’S LINE OF ACTIVITIES

The Chair of Entrepreneurs unit facilitates entrepreneurial socio-economic development of the region through three interrelated activities: Events, Trainings, and Advice. The events are often organized either in the form of workshops or seminars. The events target a range of entrepreneurial competencies such as creativity, problem solving and team



work. The idea is that the events will familiarize and motivate the academic community to engage in entrepreneurial thinking and behaviour.

The trainings are offered either in the form of a course or as an integrated master’s program. In terms of the first option, aspiring entrepreneurs could take the online course University Expert in Entrepreneurship and Innovation that lasts for about 200 hours. The online course consists of three modules divided into topics Ecosystem entrepreneur, Creativity, Opportunities and business models, and Business plan, fea-

sibility analysis, procedures and support instruments. The second, option, i.e. the master’s program, is offered under the title of Creation of companies, New Businesses and Innovative Projects. The program consists of a number of courses worth a total of 60 credits. The primary competences targeted by the program include creativity, innovative problem solving, communication, team work, project management and business planning.

In addition to the events and trainings outlined above, the unit provides ongoing advice for prospective entrepreneurs who are in the process of setting up their business ventures. The advice and guidance include practical help in relation to business plan development, guidance in evaluating resources and capabilities relevant for the espoused business idea and advice on legal aspects of establishing an organization.



### WHAT HAS THE UNIT ACHIEVED SO FAR?

Ever since its establishment in 2007, the Chair of Entrepre-

neurs has made some positive contributions to the region in terms of development of an entrepreneurial mindset and business launch initiation. Thus far, the unit has organized more than 620 workshops and seminars that promoted various competences relevant to entrepreneurship. Additionally, the Chair of Entrepreneurs has provided personalized advice and guidance for over 856 entrepreneurs. Over 100 companies have been created as a direct result of the initiatives of the unit, leading to the employment of more around 250 people.

More information about the program in: <http://catedraemprededores.uca.es/>

This article is based on a case study originally prepared by Spanish Chamber of Commerce developed as part of the WEXHE Project.

Image credit: University of Cadiz.



## BSEEN

### A KICK-OFF PLATFORM FOR YOUNG BRITISH ENTREPRENEURS

*Birmingham Skills for Enterprise and Employability Network, or simply BSEEN, is an intensive five-day boot camp for students and graduates who are willing to acquire or hone their business skills. It is a collaborative initiative between Aston University, Birmingham City University, University College Birmingham and Newman University (UK), partly funded by the European Regional Development Fund (ERDF). The boot camp offers a comprehensive package of start-up support*

*for new ventures in the form of various workshops, networking opportunities, tailored mentoring, business grants, and office space.*

Like any initiative, BSEEN existence is underpinned with a reasonable idea to promote innovation and create networks with regional businesses for advancing local economy. As explained by Professor Helen Higson, Senior Pro-Vice-Chancellor at Aston University, 'entrepreneurship and innovation are key drivers for the region's economy, and it is important that we encourage young people to consider setting up their own businesses.' Norman Price, Deputy Chair of the West Midlands ERDF Local Management Committee, chimed in by stating that 'supporting graduates to develop and start small businesses which in turn will create jobs and ensure we retain valuable skills, are key priorities for the programme.'

Since the programme is regionally oriented, the eligibility criteria limit the pool of applicants to those who study at participating universities and graduates within the last five years from any university in the Greater Birmingham and Solihull area (UK).

#### BOOT CAMP AGENDA

Initially, applicants submit their BSEEN initiatives online. In the application, they briefly explain their business idea, define start-up costs and its target market, describe how they intend to raise money and what difficulties they anticipate. The authors of the selected initiatives are then invited to pitch their business ideas to a panel made up of two BSEEN representatives and an external assessor.

The boot camp itself lasts 5 days and includes the following stages: Business planning, Market research and Managing finances, Registering your business, Marketing – Customers & competitors, planning & implementation, and finally Sales.

The boot camp is delivered by a range of start-up trainers, or mentors, who are entrepreneurs themselves, and who know the intricacies of the start-up environment. Apart from running numerous workshops, they contribute with their invaluable advice and guidance to inspire students to persist with their business ideas.

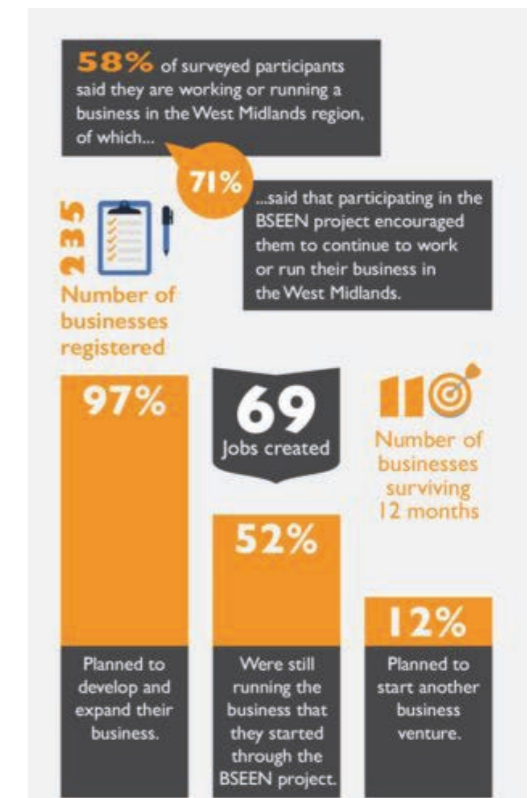
#### STATS TO BE PROUD OF

BSEEN project saw its launch as a pilot version in 2009, and since then it has gone through several stages of transformation. The impact, it has created, shows that the initiative has made a significant influence on the lives of boot camp attendees and the region where they live.

Participants see their experience in the boot camp as an 'excellent' opportunity to learn not only from their mentors, but also from the boot camp alumni, as well as to broaden their network of like-minded people. As described by one of the boot camp graduates, '[BSEEN] is a creative sandbox. The level of creative engagement between people ... is just mind-blowing.'

This article is based on a case study originally prepared by University of Warwick, developed as a part of the WEXHE Project.

Image credit: p. 20 unsplash.com & p.21 b-seen.biz





## TRAINING AND WORKSHOPS ON WBL AND ENTREPRENEURSHIP BY THE WEXHE CONSORTIUM

*As part of the validation and capacity building activities, the WEXHE project consortium has organised and delivered a series of workshops in the partner countries throughout the months of May - August 2019. Seven national workshops focused on training the trainers from companies and academia in Cyprus, Germany, Netherlands, Poland, Slovenia, Spain, and the UK, preceded by two international workshops organised in Münster, Germany, and Warwick, the UK. The events were well received by the participants, for the opportunities of knowledge and experience exchange on the topics of Work Based Learning and Entrepreneurship.*

### INTERNATIONAL WORKSHOPS

Attended by 23 academics and managers from different backgrounds, the first international workshop *How to Create a Learning Environment for Entrepreneurship?* took place in Münster, Germany, on 13 - 16 May 2019, followed by the second workshop offered by the Warwick University titled *Work Placements and Traineeship* held on 21 - 24 May 2019. Organised and delivered by the Science to Business Marketing Research Centre team, the Münster workshop allowed participants to discover multiple strategies and techniques that can help setting-up their academic activities in a

more entrepreneurial way. During the workshop in Warwick, the participants were introduced to the WBL in the higher education context together with different strategies and examples of good practices that could help them set-up and reflect on the ways to promote these courses within their own country.



### NATIONAL WORKSHOPS

Groningen, the Netherlands: The national workshop and the Feedback Session in Groningen took place on 19 June



2019 with the focus on the Work Placement, Traineeship & Entrepreneurship Packages. Facilitated by the University of Groningen project team, the two feedback sessions were attended by 10+ stakeholders, ranging from the University of Groningen staff to business representatives and interns.

Ljubljana, Slovenia: Two national workshops were organised on 17 June 2019 at the Faculty of Social Sciences, University of Ljubljana, with one on Placements and Traineeship and the other on Entrepreneurship. The workshops welcomed the representatives from universities, enterprises, governments and their agencies and NGOs. Some experts came from the 'case study' organisations.

Warwick, the UK: The Warwick national workshop was conducted on 1 July 2019. It was a combined session in which participants were provided with an opportunity to discuss the WEXHE work packages for Entrepreneurship, Work Placement and Traineeship. The feedback received for the packages was generally positive and drew attention to useful signposting of issues, effective typologies as well as com-

petences and skills.

Nicosia, Cyprus: WEXHE national workshop in Cyprus was called *Work Placements, Traineeships and Entrepreneurship: Lessons from Europe*. During the workshop, the participants discussed and provided feedback on the latest project results. The most highlighted topics were the Work Placement Packages showing great significance of setting the right tools to reduce the gap between the higher education institutions and businesses, and therefore the problem of youth unemployment or underemployment.



Madrid, Spain: The Spanish Chamber of Commerce has held two national workshops to contrast the content of the models on practical programs for university students / graduates and entrepreneurial internship programs. The workshops took place at the headquarters of the Chamber of Commerce of Spain in Madrid in June and July 2019.

# PROJECT PARTNERS

The WEXHE Project brings together ten partners from enterprises, associations and HEIs based in eight countries in Europe.

Extensive knowledge and expertise of each partner ensures achievement of the project goals regarding WBL policy and practice development in a dedicated manner.



University of Groningen  
(Coordinating organisation)  
The Netherlands



University of Warwick  
The UK



ENQA  
Belgium



EURASHE  
Belgium



Spanish Chamber of Commerce  
Spain



UIIN  
The Netherlands



Polish Chamber of Commerce  
Poland



Münster University of Applied Sciences  
Germany



University of Ljubljana  
Slovenia



Novatex Solutions  
Cyprus



International Tuning Academy  
University of Groningen  
Oude Kijk in 't Jatstraat 26  
9712 EK Groningen  
The Netherlands

Prof. Robert Wagenaar  
r.wagenaar@rug.nl  
Tel: + 31 50 363 6059  
Fax: + 31 50 363 5704



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